

## Mill Creek Elementary

925 Universal Drive  
Columbia, South Carolina 29209

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 304 Students           |              |
| <b>Principal</b>      | Steve E. Cannon        | 803-783-5553 |
| <b>Superintendent</b> | Dr. Allen J. Coles     | 803-231-7500 |
| <b>Board Chair</b>    | Lane Quinn             | 803-231-7556 |

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0         | 6    | 49      | 60            | 8              |

## IMPROVEMENT RATING

## UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

## NO

This school met 10 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

# PERFORMANCE TRENDS OVER 4-YEAR PERIOD

|      | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|-----------------|--------------------|--------------------------|
| 2003 | Average         | Below Average      | No                       |
| 2004 | Average         | Below Average      | Yes                      |
| 2005 | Average         | Unsatisfactory     | Yes                      |
| 2006 | Below Average   | Unsatisfactory     | No                       |

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

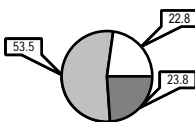
## PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

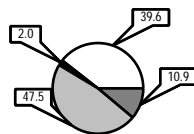
100.0%

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

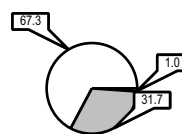
### English/Language Arts



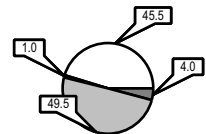
### Mathematics



### Science

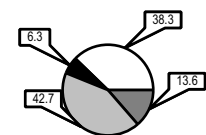
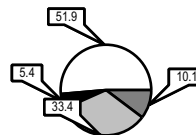
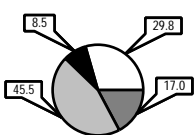
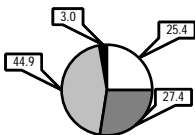


### Social Studies



### Our School

### Elementary Schools with Students like Ours



### Definition of Critical Terms

|  |                    |   |
|--|--------------------|---|
|  | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

### Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|  | Enrollment 1 <sup>st</sup><br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced (adj.) | Performance<br>Objective Met | Participation<br>Objective Met |
|--|--|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| <b>English/Language Arts – State Performance Objective = 38.2%</b> |  |          |               |         |              |            |                                     |                              |                                |
| All Students   | 111  | 96.4     | 23.7          | 51.5    | 24.7         | 0.0        | 38.1                                | Yes                          | Yes                            |
| <b>Gender</b>  |  |          |               |         |              |            |                                     |                              |                                |
| Male   | 45   | 95.6     | 34.2          | 47.4    | 18.4         | 0.0        | 21.1                                | N/A                          | N/A                            |
| Female   | 66   | 97.0     | 16.9          | 54.2    | 28.8         | 0.0        | 49.2                                | N/A                          | N/A                            |
| <b>Racial/Ethnic Group</b>   |  |          |               |         |              |            |                                     |                              |                                |
| White  | 14   | 100.0    | 7.7           | 69.2    | 23.1         | 0.0        | 46.2                                | I/S                          | I/S                            |
| African American   | 93   | 95.7     | 27.2          | 49.4    | 23.5         | 0.0        | 35.8                                | Yes                          | Yes                            |
| Asian/Pacific Islander   | 3  | 100.0    | I/S           | I/S     | I/S          | I/S        | I/S                                 | I/S                          | I/S                            |
| Hispanic   | 1  | 100.0    | I/S           | I/S     | I/S          | I/S        | I/S                                 | I/S                          | I/S                            |
| American Indian/Alaskan  | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                                 | I/S                          | I/S                            |
| <b>Disability Status</b>   |  |          |               |         |              |            |                                     |                              |                                |
| Not Disabled   | 89   | 100.0    | 19.8          | 54.3    | 25.9         | 0.0        | 40.7                                | N/A                          | N/A                            |
| Disabled   | 22   | 81.8     | 43.8          | 37.5    | 18.8         | 0.0        | 25.0                                | I/S                          | I/S                            |
| <b>Migrant Status</b>  |  |          |               |         |              |            |                                     |                              |                                |
| Migrant  | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                                 | N/A                          | N/A                            |
| Non-Migrant  | 111  | 96.4     | 23.7          | 51.5    | 24.7         | 0.0        | 38.1                                | N/A                          | N/A                            |
| <b>English Proficiency</b>   |  |          |               |         |              |            |                                     |                              |                                |
| Limited English Proficient   | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                                 | I/S                          | I/S                            |
| Non-Limited English Proficient                                     | 111  | 96.4     | 23.7          | 51.5    | 24.7         | 0.0        | 38.1                                | N/A                          | N/A                            |
| <b>Socio-Economic Status</b>                                       |  |          |               |         |              |            |                                     |                              |                                |
| Subsidized meals   | 83   | 96.4     | 29.6          | 49.3    | 21.1         | 0.0        | 31.0                                | Yes                          | Yes                            |
| Full-pay meals   | 28   | 96.4     | 7.7           | 57.7    | 34.6         | 0.0        | 57.7                                | N/A                          | N/A                            |

|  |     |       |      |      |      |     |      |     |     |
|--|-----|-------|------|------|------|-----|------|-----|-----|
| <b>Mathematics – State Performance Objective = 36.7%</b> |     |       |      |      |      |     |      |     |     |
| All Students   | 111 | 96.4  | 38.1 | 48.5 | 11.3 | 2.1 | 25.8 | No  | Yes |
| <b>Gender</b>  |     |       |      |      |      |     |      |     |     |
| Male   | 45  | 95.6  | 31.6 | 60.5 | 7.9  | 0.0 | 18.4 | N/A | N/A |
| Female   | 66  | 97.0  | 42.4 | 40.7 | 13.6 | 3.4 | 30.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>                               |     |       |      |      |      |     |      |     |     |
| White  | 14  | 100.0 | 30.8 | 38.5 | 30.8 | 0.0 | 38.5 | I/S | I/S |
| African American   | 93  | 95.7  | 40.7 | 49.4 | 7.4  | 2.5 | 22.2 | No  | Yes |
| Asian/Pacific Islander                                   | 3   | 100.0 | I/S  | I/S  | I/S  | I/S | I/S  | I/S | I/S |
| Hispanic   | 1   | 100.0 | I/S  | I/S  | I/S  | I/S | I/S  | I/S | I/S |
| American Indian/Alaskan                                  | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  | I/S | I/S |
| <b>Disability Status</b>                                 |     |       |      |      |      |     |      |     |     |
| Not Disabled   | 89  | 100.0 | 37.0 | 48.1 | 12.3 | 2.5 | 27.2 | N/A | N/A |
| Disabled   | 22  | 81.8  | 43.8 | 50.0 | 6.3  | 0.0 | 18.8 | I/S | I/S |
| <b>Migrant Status</b>                                    |     |       |      |      |      |     |      |     |     |
| Migrant  | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  | N/A | N/A |
| Non-Migrant  | 111 | 96.4  | 38.1 | 48.5 | 11.3 | 2.1 | 25.8 | N/A | N/A |
| <b>English Proficiency</b>                               |     |       |      |      |      |     |      |     |     |
| Limited English Proficient                               | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  | I/S | I/S |
| Non-Limited English Proficient                           | 111 | 96.4  | 38.1 | 48.5 | 11.3 | 2.1 | 25.8 | N/A | N/A |
| <b>Socio-Economic Status</b>                             |     |       |      |      |      |     |      |     |     |
| Subsidized meals   | 83  | 96.4  | 45.1 | 46.5 | 7.0  | 1.4 | 18.3 | No  | Yes |
| Full-pay meals   | 28  | 96.4  | 19.2 | 53.8 | 23.1 | 3.8 | 46.2 | N/A | N/A |

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|                                | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>Science</b>                 |   |                 |                      |                |                     |                   |                                      |
| All Students                   | 111   | 100.0           | 67.3                 | 31.7           | 1.0                 | 0.0               | 1.0                                  |
| <b>Gender</b>                  |   |                 |                      |                |                     |                   |                                      |
| Male                           | 45  | 100.0           | 77.5                 | 22.5           | 0.0                 | 0.0               | 0.0                                  |
| Female                         | 66  | 100.0           | 60.7                 | 37.7           | 1.6                 | 0.0               | 1.6                                  |
| <b>Racial/Ethnic Group</b>     |   |                 |                      |                |                     |                   |                                      |
| White                          | 14  | 100.0           | 69.2                 | 23.1           | 7.7                 | 0.0               | 7.7                                  |
| African American               | 93  | 100.0           | 68.2                 | 31.8           | 0.0                 | 0.0               | 0.0                                  |
| Asian/Pacific Islander         | 3   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| Hispanic                       | 1   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| American Indian/Alaskan        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>Disability Status</b>       |   |                 |                      |                |                     |                   |                                      |
| Not Disabled                   | 89  | 100.0           | 63.0                 | 35.8           | 1.2                 | 0.0               | 1.2                                  |
| Disabled                       | 22  | 100.0           | 85.0                 | 15.0           | 0.0                 | 0.0               | 0.0                                  |
| <b>Migrant Status</b>          |   |                 |                      |                |                     |                   |                                      |
| Migrant                        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Non-Migrant                    | 111   | 100.0           | 67.3                 | 31.7           | 1.0                 | 0.0               | 1.0                                  |
| <b>English Proficiency</b>     |   |                 |                      |                |                     |                   |                                      |
| Limited English Proficient     | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Non-Limited English Proficient | 111   | 100.0           | 67.3                 | 31.7           | 1.0                 | 0.0               | 1.0                                  |
| <b>Socio-Economic Status</b>   |   |                 |                      |                |                     |                   |                                      |
| Subsidized meals               | 83  | 100.0           | 71.6                 | 28.4           | 0.0                 | 0.0               | 0.0                                  |
| Full-pay meals                 | 28  | 100.0           | 55.6                 | 40.7           | 3.7                 | 0.0               | 3.7                                  |

|                                |     |       |      |      |     |     |     |
|--------------------------------|-----|-------|------|------|-----|-----|-----|
| <b>Social Studies</b>          |     |       |      |      |     |     |     |
| All Students                   | 111 | 100.0 | 45.5 | 49.5 | 4.0 | 1.0 | 5.0 |
| <b>Gender</b>                  |     |       |      |      |     |     |     |
| Male                           | 45  | 100.0 | 52.5 | 45.0 | 0.0 | 2.5 | 2.5 |
| Female                         | 66  | 100.0 | 41.0 | 52.5 | 6.6 | 0.0 | 6.6 |
| <b>Racial/Ethnic Group</b>     |     |       |      |      |     |     |     |
| White                          | 14  | 100.0 | 23.1 | 69.2 | 7.7 | 0.0 | 7.7 |
| African American               | 93  | 100.0 | 50.6 | 45.9 | 3.5 | 0.0 | 3.5 |
| Asian/Pacific Islander         | 3   | 100.0 | I/S  | I/S  | I/S | I/S | I/S |
| Hispanic                       | 1   | 100.0 | I/S  | I/S  | I/S | I/S | I/S |
| American Indian/Alaskan        | N/A | N/A   | N/A  | N/A  | N/A | N/A | N/A |
| <b>Disability Status</b>       |     |       |      |      |     |     |     |
| Not Disabled                   | 89  | 100.0 | 42.0 | 51.9 | 4.9 | 1.2 | 6.2 |
| Disabled                       | 22  | 100.0 | 60.0 | 40.0 | 0.0 | 0.0 | 0.0 |
| <b>Migrant Status</b>          |     |       |      |      |     |     |     |
| Migrant                        | N/A | N/A   | N/A  | N/A  | N/A | N/A | N/A |
| Non-Migrant                    | 111 | 100.0 | 45.5 | 49.5 | 4.0 | 1.0 | 5.0 |
| <b>English Proficiency</b>     |     |       |      |      |     |     |     |
| Limited English Proficient     | N/A | N/A   | N/A  | N/A  | N/A | N/A | N/A |
| Non-Limited English Proficient | 111 | 100.0 | 45.5 | 49.5 | 4.0 | 1.0 | 5.0 |
| <b>Socio-Economic Status</b>   |     |       |      |      |     |     |     |
| Subsidized meals               | 83  | 100.0 | 52.7 | 43.2 | 4.1 | 0.0 | 4.1 |
| Full-pay meals                 | 28  | 100.0 | 25.9 | 66.7 | 3.7 | 3.7 | 7.4 |

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                              | Grade | Enrollment 1 <sup>st</sup><br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| <b>English/Language Arts</b> |       |  |          |               |         |              |            |                              |
| 2005                         | 3     | 47   | 100.0    | 25.0          | 37.5    | 35.0         | 2.5        | 37.5                         |
|                              | 4     | 34   | 100.0    | 22.6          | 51.6    | 25.8         | 0.0        | 25.8                         |
|                              | 5     | 50   | 100.0    | 27.9          | 53.5    | 18.6         | 0.0        | 18.6                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 3     | 42   | 95.2     | 17.1          | 31.4    | 51.4         | 0.0        | 51.4                         |
|                              | 4     | 38   | 100.0    | 32.4          | 61.8    | 5.9          | 0.0        | 5.9                          |
|                              | 5     | 31   | 93.5     | 21.4          | 64.3    | 14.3         | 0.0        | 14.3                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Mathematics</b>           |       |  |          |               |         |              |            |                              |
| 2005                         | 3     | 47   | 100.0    | 37.5          | 57.5    | 5.0          | 0.0        | 5.0                          |
|                              | 4     | 34   | 100.0    | 16.1          | 58.1    | 22.6         | 3.2        | 25.8                         |
|                              | 5     | 50   | 100.0    | 27.9          | 46.5    | 20.9         | 4.7        | 25.6                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 3     | 42   | 95.2     | 28.6          | 51.4    | 20.0         | 0.0        | 20.0                         |
|                              | 4     | 38   | 100.0    | 55.9          | 35.3    | 8.8          | 0.0        | 8.8                          |
|                              | 5     | 31   | 93.5     | 28.6          | 60.7    | 3.6          | 7.1        | 10.7                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Science</b>               |       |  |          |               |         |              |            |                              |
| 2005                         | 3     | 47   | 100.0    | 52.5          | 40.0    | 7.5          | 0.0        | 7.5                          |
|                              | 4     | 34   | 100.0    | 61.3          | 32.3    | 6.5          | 0.0        | 6.5                          |
|                              | 5     | 50   | 100.0    | 60.5          | 27.9    | 9.3          | 2.3        | 11.6                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 3     | 42   | 100.0    | 51.4          | 45.9    | 2.7          | 0.0        | 2.7                          |
|                              | 4     | 38   | 100.0    | 82.4          | 17.6    | 0.0          | 0.0        | 0.0                          |
|                              | 5     | 31   | 100.0    | 70.0          | 30.0    | 0.0          | 0.0        | 0.0                          |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Social Studies</b>        |       |  |          |               |         |              |            |                              |
| 2005                         | 3     | 47   | 100.0    | 55.0          | 37.5    | 7.5          | 0.0        | 7.5                          |
|                              | 4     | 34   | 100.0    | 16.1          | 74.2    | 9.7          | 0.0        | 9.7                          |
|                              | 5     | 49   | 100.0    | 64.3          | 26.2    | 2.4          | 7.1        | 9.5                          |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 3     | 42   | 100.0    | 37.8          | 54.1    | 5.4          | 2.7        | 8.1                          |
|                              | 4     | 38   | 100.0    | 50.0          | 44.1    | 5.9          | 0.0        | 5.9                          |
|                              | 5     | 31   | 100.0    | 50.0          | 50.0    | 0.0          | 0.0        | 0.0                          |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

|   | <b>Our School</b> | <b>Change from Last Year</b> | <b>Elementary Schools with Students Like Ours</b> | <b>Median Elementary School</b> |
|---|-------------------|------------------------------|---|---------------------------------|
| <b>Students (n= 304)</b>  |                   |                              |   |                                 |
| First graders who attended full-day kindergarten                                | 100.0%            | No change                    | 100.0%  | 100.0%                          |
| Retention rate  | 3.6%              | Down from 4.0%               | 3.6%  | 2.8%                            |
| Attendance rate   | 96.9%             | Up from 96.2%                | 96.3%   | 96.4%                           |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 3.6%              | Up from 0.0%                 | 0.0%  | 0.0%                            |
| Students with disabilities other than speech taking PACT (Math) off grade level | 3.6%              | Up from 0.0%                 | 0.0%  | 0.0%                            |
| Eligible for gifted and talented  | 6.7%              | Down from 9.1%               | 6.9%  | 10.4%                           |
| On academic plans   | 56.9%             | N/AV                         | 45.1%   | 33.6%                           |
| On academic probation   | 45.2%             | N/AV                         | 0.3%  | 1.0%                            |
| With disabilities other than speech   | 6.5%              | Down from 8.5%               | 8.1%  | 7.5%                            |
| Older than usual for grade  | 0.4%              | Down from 0.7%               | 1.2%  | 0.8%                            |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | 5.6%              | Up from 0.0%                 | 0.0%  | 0.0%                            |
| <b>Teachers (n= 27)</b>   |                   |                              |   |                                 |
| Teachers with advanced degrees  | 55.6%             | Up from 50.0%                | 50.0%   | 53.8%                           |
| Continuing contract teachers  | N/AV              |                              | N/AV  | N/AV                            |
| Classes not taught by highly qualified teachers                                 | 2.6%              | N/A                          | 2.8%  | 2.4%                            |
| Teachers with emergency or provisional certificates                             | 0.0%              | No change                    | 0.0%  | 0.0%                            |
| Teachers returning from previous year   | 89.6%             | Down from 91.4%              | 87.0%   | 87.3%                           |
| Teacher attendance rate   | 95.3%             | Down from 95.4%              | 94.9%   | 94.9%                           |
| Average teacher salary  | \$46,758          | Up 8.2%                      | \$41,533  | \$42,485                        |
| Prof. development days/teacher  | 10.6 days         | Up from 7.9 days             | 13.2 days   | 13.3 days                       |
| <b>School</b>   |                   |                              |   |                                 |
| Principal's years at school   | 6.0               | Up from 5.0                  | 3.0   | 4.0                             |
| Student-teacher ratio in core subjects  | 13.7 to 1         | Down from 19.1 to 1          | 17.5 to 1   | 18.6 to 1                       |
| Prime instructional time  | 89.4%             | Down from 90.2%              | 89.6%   | 89.7%                           |
| Dollars spent per pupil*  | \$9,244           | Up 37.0%                     | \$6,876   | \$6,557                         |
| Percent of expenditures for teacher salaries*                                   | 63.0%             | Down from 71.6%              | 63.1%   | 64.0%                           |
| Percent of expenditures for instruction*  | 81.5%             |                              | 69.0%   | 69.1%                           |
| Opportunities in the arts   | Good              | No change                    | Good  | Good                            |
| Parents attending conferences   | 56.0%             | Up from 32.5%                | 99.0%   | 99.0%                           |
| SACS accreditation  | Yes               | No change                    | Yes   | Yes                             |
| Character development   | Good              | Up from Average              | Excellent   | Excellent                       |

\* Prior year audited financial data are reported.

|   | <b>Our District</b>    | <b>State</b>               |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers  | 7.1%                   | 6.2%                       |
| Classes in high poverty schools not taught by highly qualified teachers | 11.5%                  | 10.2%                      |
|   | <b>State Objective</b> | <b>Met State Objective</b> |
| Classes not taught by highly qualified teachers in this school          | 0.0%                   | No                         |
| Student attendance in this school                                       | 94.0%*                 | Yes                        |

\*or greater than last year

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Mill Creek Elementary continues to strive to provide students with the best educational experience possible. We continue to implement the Reading First Program for our kindergarten through third grade students. This is our second year of involvement with Reading First. Our year started with the Blastoff to Literacy Celebration. Students were involved in several activities that help enhance their reading and writing skills. Students were exposed to read-a-loud sessions, moon walks in the bounce house, a space theater, book walks, a writing station and a bookmark station. The response to this event was well received and many business partners were present to support this activity. District One personnel were available to speak with parents and read to students.

Mill Creek also participated in the PARP (Parents As Reading Partners Program). This was another opportunity for parents to be involved with reading to and with their children.

Children that participated weekly received a reward for following the program and were eligible for a grand prize at the conclusion of the contest.

After-school tutoring was provided for third, fourth and fifth grade students during the 05-06 school year. Students were exposed to two artist-in-residence sessions. One was centered on puppetry and the other was the art of printmaking.

The 2005-2006 school report card for Mill Creek came out as a below average rating. After re-analyzing the data, the State Department of Education re-published our rating and gave Mill Creek the correct upgrade to average. We are pleased not to be below average and we recognize that there is still a lot to be done to raise the rating from average to good or excellent.

The Mill Creek School Improvement Council was instrumental in getting a traffic caution light installed on Universal Drive and the PTA continues to provide school support. New officers were elected to the Mill Creek PTA and SIC. Our students were engaged in The Box Top for Education fundraiser. All classes clipped coupons to raise funds for school supplies. Each week the winning class received a popsicle party. BILO Food Store donated the popsicles. We continue to enjoy the support supplied by our business partners, Westinghouse and Chic Fil-A. Mill Creek continues to strive to be a more parent-friendly and academically rigorous environment.

Steven E. Cannon, Principal  
Mr. Chris Allen, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 31       | 29        | 27       |
| Percent satisfied with learning environment            | 83.3%    | 67.9%     | 70.4%    |
| Percent satisfied with social and physical environment | 71.0%    | 60.7%     | 77.8%    |
| Percent satisfied with school-home relations           | 41.9%    | 82.8%     | 70.4%    |

\*Only students at the highest elementary school grade level at this school and their parents were included.